**The name of the academic discipline:**

**“Modern Educational Technologies in Higher Education”**

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| **Specialty code and name** | 7-06-0113-02 Philology Education |
| **Year of study** | 1 |
| **Semester of study** | 2 |
| **Number of in-class academic hours:** | 38 |
| **Lectures**  **Seminar classes**  **Practical classes**  **Laboratory classes** | 10 |
| 28 |
| - |
| - |
| **Form of the current assessment (*credit/ graded credit /exam*)** | exam |
| **Number of credit points** | 3 |
| **Competences** | As a result of studying the discipline, the student must have the following competencies:  UC-2. Solve research and innovation problems based on the use of information and communication technologies.  SC-1. Design the educational process taking into account the psychological characteristics of students - representatives of the modern digital generation.  SC-4. Use effective educational technologies in teaching philological disciplines in higher education institutions. |
| **Summary of the academic discipline:**  The academic discipline "Modern Educational Technologies in Higher Education" is aimed at solving the following educational tasks: to develop an idea of ​​the complexity and versatility of educational technologies; to provide a scientific basis for the concept of "educational technology"; to characterize the most effective technologies used in modern schools in the study of Russian literature; to teach students the main methods of classifying educational technologies and the methodological basis for their analysis; to test in practice modern approaches to the study of literature, while forming professional competence, developing the creative potential of students.  The study of the discipline involves not only the formation of a systematized understanding of the basics of theoretical knowledge in the field of modern educational technologies; the peculiarities of their application in the study and teaching of Russian literature in higher educational institutions and comprehensive schools of the Republic of Belarus, but also the organization of their active inclusion in various types of independent educational and cognitive activities aimed at developing an individualized model of their own professional image and a program of personal professional development. | |